

THE EFFECTIVENESS OF DOUBLE ENTRY JOURNAL STRATEGY IN WRITING ANALYTICAL EXPOSITION TEXT

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ABSTRACT

The purpose of this quasi experimental research is to find out the effectiveness of double entry journal strategy toward students' ability in writing analytical exposition text of the eleventh grade of MA Alkhairaat Pusat Palu. Thirty five (35) students were chosen as the sample using cluster sampling technique which was group IPA 2 as an experimental group (N=19) and group IPS as a control group (N=16). The data were collected by tests and were analysed statistically. The results showed that after implementing double entry journal strategy in experimental group, the students' ability in writing analytical exposition text has increased significantly. It is shown by the means of pretest that was 43.47 and posttest which was 77.78. While the result of control group that taught without double entry journal strategy was lower with the mean of pretest was 42.37 and posttest was 65.18. It was also can be seen from the value of t-test, it was 6.052 which was greater than 1.678 (t table) with significance level of 0.05. Therefore, double entry journal strategy is effective to be used in improving the students' ability in writing analytical exposition text.

Keywords: double entry journal strategy, analytical exposition text.

Tujuan dari penelitian kuasi eksperimen ini adalah untuk mengetahui keefektifan strategi jurnal dua kolom terhadap kemampuan siswa kelas sebelas di MA Alkhairaat Pusat Palu dalam menulis teks eksposisi analitis. Tiga puluh lima (35) siswa diambil sebagai sampel menggunakan tehnik cluster sampling yaitu kelas IPA 2 sebagai kelompok eksperimen (N=19) dan kelas IPS sebagai kelompok kontrol (N=16). Data dari penelitian diambil melalui tes dan dianalisis secara statistik. Hasil dari analisis data menunjukkan bahwa setelah penerapan strategi jurnal dua kolom pada kelompok eksperimen, kemampuan siswa dalam menulis teks eksposisi analitis meningkat secara drastis. Hal ini ditunjukkan dari nilai rata-rata prates siswa yaitu 43.47 dan nilai rata-rata pascates siswa yaitu 77.78. Sementara hasil dari kelompok kontrol yang diajar tanpa menggunakan strategi jurnal dua kolom lebih rendah dengan nilai rata-rata di prates yaitu 42.37 dan nilai rata-rata di pascates yaitu 65.18. Serta nilai t hitung yaitu 6.052 lebih tinggi dari nilai t tabel yaitu 1.678 dengan derajat signifikan 0.05. Sehingga, strategi jurnal dua kolom dapat dikatakan efektif digunakan untuk meningkatkan kemampuan siswa dalam menulis teks eksposisi analitis.

Kata kunci: strategi jurnal dua kolom, teks eksposisi analitis.

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INTRODUCTION

As a system of communication, a language has an important role to express ideas, thoughts and emotions. This system had been known to have four language skills which often categorized as receptive and productive skills. Receptive skill requires people to receive and understanding incoming information, whereas productive skill consists of producing spoken or written utterances to convey meaning. By looking at the terms of it direction, writing belongs to productive skill which makes a product.

Writing is defined as the process of transferring ideas, thought, and feeling to other people in the form of sentences. However writing or learning to write is not a simple matter. It is one of the four basic skills that are very complex and difficult to be learnt. In order to construct a good writing, students should be able to master the components of writing which cover content, organization, grammar, vocabulary, and mechanics.

Content generates ideas and provides supporting details, while organization is knowing how to express ideas effectively, clearly, cohesively, and well organized. Students also have to know how to use correct grammar and the effective words. The important thing also needs to be focused are spelling, punctuation, and capitalization where all of them are covered in mechanics.

Based on 2013 curriculum, one of the topics in teaching and learning writing emphasizes on expressing the social function, the structure, and the language features of analytical exposition in the form of text. Analytical exposition text is a type of text which presents personal opinion on a particular topic.

Siahaan and Shinoda (2008) define analytical exposition text or sometimes called argument writing as a written text which the writer presents some points of view about a certain issue. Analytical exposition text attempts to convince people to believe something or to do something which usually prompted by a disagreement, confusion, or ignorance which the writer wish to resolve. Analytical exposition text is really important to be learnt by the students to extend what students believe by putting up against beliefs that are different from their own. It will help students to place ideas within a larger context.

However, when the researcher conducted preliminary research at MA Alkhairaat Pusat Palu by interviewing the English teacher, she found out that students of the eleventh grade got difficulties in the process of organizing the sentences into a piece of written works like

analytical exposition text. Moreover, the students were struggling to communicate what they were thinking because of poor vocabulary.

As an important component in the learning process, a teacher has a big responsibility toward students. Teacher should know the effective way or strategy to maintain students' motivation in learning and helps overcome students' problem while learning in writing. One of the effective ways to stimulate students' writing is journal. It is used to record one's personal thoughts, emotions, ideas, questions, reflections, and new knowledge on what they hear, see, read, write, discuss, and think.

The researcher especially proposed double entry journal strategy. It is a note taking activity that helps the students construct meaning when they write a piece of writing. The purpose of double entry journal is to give students an opportunity to assess their awareness of behavior toward a certain issue. By using double entry journal, students can express their thoughts freely and become more involved with the material they encounter.

Double entry journal can also help the students overcome their vocabulary problem, since the strategy is started by providing an article that can help them comprehend and gain more vocabulary. Furthermore, this strategy enables the students to construct their writing in good order since anything they will write in their journal is supposed to be in argumentative paragraph. Therefore, double entry journal strategy can help students organize their writing without getting confused where they should put their idea and personal opinion.

From the explanation above, the researcher is interested in double entry journal as a strategy to improve the eleventh grade students of MA Alkhairaat Pusat Palu ability in writing analytical exposition and to motivate them during the teaching and learning process.

RESEARCH METHOD

In conducting the research, the researcher used quasi experimental design. The researcher took two groups. They were experimental and control group. Fraenkel and Wallen (2012:271) propose the design of quasi experimental as follows,

Treatment group	M	O ¹	X	O ²
Control group	M	O ¹	C	O ²

Where :

M : Matched subject
O¹ : Pretest
O² : Posttest
X : Treatment
C : No treatment

In this research, the researcher administered the pretest to both groups, and conducted the treatment (double entry journal strategy) to the experimental group only. In control group, the material was taught directly without using double entry journal strategy. Then, the researcher administered the posttest to measure the improvement of the students in both experimental and control groups.

The population of this research was all the subject/object which has quality and characteristic determined by the researcher. Therefore, the researcher took all the eleventh grade students of MA Alkhairaat Pusat Palu as the population. It consisted of five parallel groups with total number of students is ninety five students.

Then, the researcher applied cluster random sampling technique to take the sample because it is appropriate to the research design. Cluster random sampling is a sampling technique which the researcher selects sampling unit clustery. Therefore, the researcher took a draw with all groups of eleventh grade in MA Alkhairaat Pusat Palu, and took two groups as the source of the data. In result, group IPA 2 chosen as experimental group with number of students was 19 and group IPS chosen as control group with number of students was 16.

There are two variables of the research they are dependent and independent. Dependent variable is also called output, criteria or consequent variable which will get effect or cause from independent variable. The dependent variable in this research is the students' analytical exposition text ability. Then, independent variable which is also called stimulus variable. It is a variable which will give effect to dependent variable. In this research, the independent variable is the implementation of double entry journal strategy.

In conducting the research, the researcher used only one instrument that was writing test. The writing test consisted of pretest and posttest. The pretest and posttest were given to both experimental and control group. For the test, the researcher asked the students to construct analytical exposition text which has three paragraphs that are issue, arguments, and

conclusion. In order to assess the students' work, the researcher used the scoring system which covers organisation and vocabulary in the form of rubric as follows:

Table 1
The Scoring Rubric of Analytical Exposition Text

No	Writing Competence	Score	Explanation
1	Organisation	3	Organisational of contents are complete and organisation skills controlled.
		2	Some organisational of contents are appear, but not quite controlled.
		1	Very little organisation of content. Underlying structure not sufficiently controlled.
		0	No apparent organisation of content.
2	Vocabulary	3	Almost no inadequacies in vocabulary. Only rare inappropriacies vocabulary used.
		2	Some inadequacies in vocabulary. Perhaps some lexical inappropriacies vocabulary used.
		1	Frequent inadequacies in vocabulary. Perhaps frequent lexical inappropriacies vocabulary used.
		0	Vocabulary inadequacies even for the most basic part.

Adapted from Weigle (2009)

After analyzing the result from pretest, the researcher then conducted treatment to the students in the experimental group. There were seven meetings excluding pretest and posttest. Some of the meeting included practicing of writing analytical exposition text by using double entry journal strategy. The spent time during treatment in the group was around 90 minutes for each meeting.

RESEARCH FINDINGS

In collecting the data, the researcher gave pretest to both experimental and control group. The pretest was administered before the treatment. The purpose of this test was to measure the basic ability of students in constructing analytical exposition text. The results of pretest of those groups are presented on Table 2 and 3.

Table 2

The result of pretest of experimental group

No	Name	Organisation	Vocabulary	Obtain score	Maximum Score	Students' Score
1	AZ	0	2	2	6	33
2	AMP	0	2	2	6	33
3	DS	1	3	4	6	66
4	F	1	3	4	6	66
5	FJ	0	2	2	6	33
6	FD	1	2	3	6	50
7	FPF	0	3	3	6	50
8	JA	1	3	4	6	66
9	K	0	2	2	6	33
10	KAA	0	1	1	6	16
11	MA	0	1	1	6	16
12	NRJ	1	3	4	6	66
13	NNN	0	2	2	6	33
14	N	0	2	2	6	33
15	NF	1	1	2	6	33
16	NSR	2	2	2	6	66
17	SA	1	1	2	6	33
18	SSB	1	2	3	6	50
19	Z	1	2	3	6	50
TOTAL						826

Table 3

The result of pretest of control group

No	Name	Organisation	Vocabulary	Obtain Score	Maximum Score	Students' Score
1	AB	1	3	4	6	66
2	AN	0	1	1	6	16
3	AS	1	1	2	6	33
4	ASN	0	2	2	6	33
5	APS	0	2	2	6	33
6	DHS	2	2	4	6	66
7	FB	1	1	2	6	33
8	FA	1	2	3	6	50
9	KR	1	2	3	6	50
10	LZH	0	1	1	6	16
11	MF	1	2	3	6	50
12	MFW	1	3	4	6	66
13	NT	1	2	3	6	50
14	PSY	0	2	2	6	33
15	SUT	0	2	2	6	33
16	YY	1	2	3	6	50
TOTAL						678

Based on the data in Table 2 and 3, the researcher concluded that the ability of students of eleventh grade in writing analytical exposition text was low both in experimental and control group. That was proved by none students pass the pretest in the experimental and control groups since the standard score of English subject for eleventh grade at MA Alkhairaat Pusat Palu was 70. After getting the students' pretest score, the researcher computed the mean score by applying formula by Fraenkel and Wallen (2012:192), the researcher obtained the mean score of the students in experimental group was 43.47 and the mean score of pretest in control group was 42.37. It indicates that the students' ability in writing analytical exposition text in both groups was not too different.

Furthermore, the researcher conducted the treatment for seven meetings to the experimental group. The purpose of this treatment is to improve students' ability in writing analytical exposition text concerning to the lack of vocabulary and organisation of idea. After conducting the treatment, the researcher then administered the posttest. The purpose of this test is to know the significant difference between the students' ability in constructing analytical exposition text after treatment. The results of posttest of those groups are presented on Table 4 and 5.

Table 4
The result of posttest of experimental group

No	Name	Organisation	Vocabulary	Obtain Score	Maximum Score	Students' Score
1	AZ	3	3	6	6	100
2	AMP	2	3	5	6	83
3	DS	3	3	6	6	100
4	F	3	3	6	6	100
5	FJ	2	3	5	6	83
6	FD	2	3	5	6	83
7	FPF	2	3	5	6	83
8	JA	2	3	5	6	83
9	K	2	3	5	6	83
10	KAA	1	2	3	6	50
11	MA	3	3	6	6	100
12	NRJ	2	3	6	6	83
13	NNN	2	1	3	6	50
14	N	2	3	5	6	83
15	NF	2	2	4	6	66
16	NSR	3	1	4	6	66
17	SA	2	2	4	6	66
18	SSB	1	2	3	6	50
19	Z	2	2	4	6	66
TOTAL						1478

Table 5
The result of posttest of control group

No	Name	Organisation	Vocabulary	Obtain Score	Maximum Score	Students' Score
1	AB	2	3	5	6	83
2	AN	1	3	4	6	66
3	AS	2	2	4	6	66
4	ASN	2	2	4	6	66
5	APS	2	2	4	6	66
6	DHS	1	2	3	6	50
7	FB	1	3	4	6	66
8	FA	3	1	4	6	66
9	KR	1	2	3	6	50
10	LZH	2	1	3	6	50
11	MF	2	2	4	6	66
12	MFW	1	3	4	6	66
13	NT	1	2	3	6	50
14	PSY	2	3	5	6	83
15	SUT	2	2	4	6	66
16	YY	3	2	5	6	83
TOTAL						1043

Based on the data in Table 4 and 5, the researcher concluded that most students passed the posttest in experimental group with the number of students were twelve and students who do not pass the test were seven. It means that the ability of students in writing analytical exposition was improved from the pretest. The improvement was because the implementation of double entry journal strategy in the process of teaching and learning analytical exposition text.

The result also shown that, two students in experimental group got the same score at pretest and posttest. It was because the students were mostly did not paying attention at the lesson and not serious while took the test. While, most students did not pass the posttest in control group with total students who pass were three and the remaining thirteen students did not pass the test.

Furthermore, the mean score of posttest in experimental group was 77.78 and the mean score of posttest in control group was 65.18. Therefore, it can be concluded that the treatment that was conducted by the researcher in the experimental group is successful because the mean score of posttest in experimental group is higher than the mean score of posttest in control group.

After getting the mean score of experimental and control groups, the researcher continued to count the deviation and the sum square deviation to find out the standard deviation. After computing the mean deviation of the students' pretest and posttest in experimental and control groups, the researcher found that the result of mean deviation for experimental group was 34.31 (652:19) and for control group was 22.81 (365:16).

After knowing the mean deviation of both groups, the researcher continued to calculate the variance and standard deviation of both experimental and control groups. The result of standard deviation of the experimental group was 40.06 and the control group was 28.76. Then, the researcher analyzed the data statistically in order to know the significant difference of both groups by using t-test formula. From the computation, the researcher found that the significant difference between the result of the pretest and posttest of students was 6.052.

The researcher then tested the hypothesis of this researcher. Testing hypothesis is aimed to know whether the implementation of double entry journal strategy is effective in improving students' ability in analytical exposition text or not. In proving the hypothesis, the researcher applied 0.05 significant level and degree of freedom (df) 34(19+16-1). The researcher found the interpretation toward t_c (t count) compared with t_t (t table), where df = 34, the result of the t table is 1.678 for the level of significant 0.05 with $t_c = 6.052$. It means that t_c is greater than t_t . Therefore, it can be concluded that the hypothesis of this research is accepted.

DISCUSSION

The purpose of the research is to know whether double entry journal strategy is effective to improve students ability in writing analytical exposition text or not, concerning to the lack of vocabulary and organisation skill of the eleventh grade students of MA Alkhairaat Pusat Palu.

The research was done into three steps. First, the pretest was administered to know the students' basic ability in writing analytical exposition text. The test was given to experimental and control groups with the same test. The result shows that the students ability in both groups was not too different. The result was still low, the standard score at the school is 70.

The second step was to carry out the treatment to the experimental group. The treatment here was teaching analytical exposition text by using double entry journal strategy. The students were given materials about analytical exposition text and some additional materials to support their ability in writing analytical exposition text and also some article as the practice to

write analytical exposition text. During the treatment, the students were enthusiast to give and write their own respond in their journal. The practice of writing analytical exposition text was done pairing and individual. The purpose of doing the practice in pair is to let students help each other in every difficulty they face. It also makes students get to think based on variety point of view which can make their persperctive wider and deeper. While doing it individually, students gained creativity and independence to think things through on their own.

In the process of doing the treatment, double entry journal helped students to gain more vocabulary because they supposed to read and understand the article first before making double entry journal. In result, the students were able to communicate what they were thinking with the right words in analytical exposition text. As the same time it helped the students in organisation skill because double entry journal let the students to write analytical exposition text in a correct order.

For control group, analytical exposition text was taught without using double entry journal strategy. The material of analytical exposition text was taught directly. The teacher gave some exercises as a practice and gave evaluation of the lesson in the end of the meetings. The practice of writing analytical exposition text also done in pairing and individually.

When the treatment was finished, the researcher administered posttest as the third step to both experimental and control groups to know the students' ability in constructing analytical exposition text after treatment. Apparently, the result of posttest in experimental group and control group was increased. In experimental group students' progress in writing analytical exposition text was 63.15%. The result is higher than the students' progress in control group, 18.75%. Therefore, the implementation of double entry journal strategy in the teaching and learning process increased the students' ability in writing analytical exposition text.

CONCLUSION

The researcher has done quasi experimental research and she has analyzed the data. The result of the research shows that the implementation of double entry journal strategy is effective in improving students' ability in writing analytical exposition text of eleventh grade of MA Alkhairaat Pusat Palu regarding of the lack of vocabulary and organisation of ideas. It is because the strategy help students gain more vocabulary from the article text. And the students

are also getting better in organisation skill because double entry journal let the students to write analytical exposition text in a correct order.

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